



ANNUAL REPORT TO THE SCHOOL COMMUNITY



**ST MICHAEL'S PRIMARY SCHOOL
HEYFIELD**

2018

REGISTERED SCHOOL NUMBER: 1524



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Contact Details

ADDRESS	Davis Street Heyfield VIC 3858
PRINCIPAL	Jennifer Miller
GOVERNING AUTHORITY	Diocese of Sale Catholic Education Ltd Ms Maria Kirkwood, Chief Executive Officer
TELEPHONE	(03) 51482514
EMAIL	principal@stmheyfield.catholic.edu.au
WEBSITE	www.stmheyfield.catholic.edu.au
E NUMBER	4019

Minimum Standards Attestation

I, Jennifer Miller, attest that St Michael's Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

9th May 2019

Governing Authority Report

At the start of this year we began an exciting new chapter for Catholic Education in our Diocese. Under direction from the Bishop of Sale, Bishop Patrick O'Regan, a new company, Diocese of Sale Catholic Education Ltd (DOSCEL), was formed to allow the Priests of the Diocese to concentrate on their pastoral, faith and spirituality responsibilities without the complication of being an employer and manager of schools.

In a historically significant move, DOSCEL was recognised by the Victorian Registration and Qualification Authority as the owner and operator of 42 Catholic primary and secondary schools within the Diocese of Sale on January 1, 2018. We are the first Diocese in Victoria to centralise the ownership and administration of Diocesan Catholic schools.

DOSCEL is governed by a board of directors. The board delegates all matters associated with the day to day management of Catholic education in the Diocese to the Chief Executive Officer. This includes, but is not limited to, all matters pertaining to employment of staff, financial and other regulatory and compliance issues, which were previously the responsibility of the Parish Priest or Association of Canonical Administrators.

The Parish Priest or Canonical Administrator continues to support the school community through their pastoral presence, celebration of Mass and other liturgies, and assistance with the faith and spiritual development of members of the school community.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented in all schools to comply with the regulatory requirements of the Corporations Act. These structures were formalised in 2018 in discussion with principals.

Other structural changes occurred within the Catholic Education Office to accommodate the new reporting and accountability regime, including the establishment of an Industrial Relations and Human Resources team, and changes to the Catholic Identity, Leadership, Learning and Teaching team.

As providers of Catholic education, we aim to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best. To achieve this goal, we continue to invest in leadership and support for school communities to promote expert learning and teaching practices. We collaborate with Parish Priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

2018 was a very positive year for Catholic education in the Diocese of Sale. We have created a strong basis for the future, and I look forward to sharing that journey with you.



Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Our School Vision

As a founding school of the Josephite sisters, we are challenged and inspired to live by the example of Mary MacKillop. We see students, teachers and parents as partners in learning, where the worth and dignity of each person is acknowledged, appreciated and celebrated. This is the foundation from which we will nurture and develop self-reliant and confident individuals who will make a difference in the world.

Strategic Intent

We are committed to creating an inclusive learning community that engages students so that they are motivated, creative and collaborative learners, who are challenged to aim high and are given opportunities to grow in all areas of their lives.

Through the inspiration of the person of Jesus, Scripture and Mary MacKillop, we want to build a vibrant Catholic identity that connects with, and has meaning for, our students, parents and staff.



School Overview

St Michael's is part of the Parishes in Partnership of Maffra, Heyfield and Cowwarr. The school was founded by the Sisters of St Joseph in 1954 and we proudly carry on their example of faith and Christian Service. Our school is built around key relationships with families, the local parish, the local community and the wider world.

St. Michael's Primary School is located in the township of Heyfield, a small rural community about half an hour's drive from Traralgon and Sale. The school has a current enrolment of 54.

We house a variety of learning spaces, including a well-resourced library, a Multipurpose Room for Visual Art, Science and whole school gatherings or performances, an Italian room, a Digital Technology Room equipped with desktop computers with a side room allocated for recording and green screen technologies. We value our specialist programs in Visual Arts, Italian, Digital Technologies, Science and Music and showcase our skills in these areas with our school and wider community. We participate in sports days at local and state level and value participation in community events.

The school caters for three classrooms: Foundation/One, Two/Three/Four and a Five/Six class.

Currently, we have 34 families within our school. When examining our Enhancing Catholic School Identity (ECSI) data (2017), 100% of students, staff and parents identify as being Catholic or from a Christian background.

The majority of Grade Six students progress to the local Catholic secondary school in Sale.



Principal's Report

In my second year as Principal, we have continued our learning journey together. In our review year, staff, students and parents have had input into shaping our school as we move closer to our aspiration of being a vibrant and dynamic learning community. Throughout the year, we also continued our focus on building community and strengthening those relationships.

Staff have worked extensively on providing a curriculum that not only engages students but also enables them to progress from their point of need. Students' progress has been closely monitored and this evidence is used to direct learning for student growth.

Embedded across our curriculum is the promotion of effective learning skills so that our students can be successful learners who have the resilience to deal with the 'ups and downs' of everyday life and the capacity to organize themselves.

Our teachers are passionate about education and always focus on building their own capacity so that students access curriculum based on proven best practice. They have participated in ongoing professional learning centred on Diocesan initiatives through the Learning and Teaching Network and the Collectives. Every staff member has been committed to improving the educational outcomes of the students and in providing a learning environment that nurtures and enhances each student's talents and skills.

We have endeavoured to provide many opportunities for students to have a broad range of experiences that help to develop their unique talents and skills. All students participated in specialist classes in Italian, Art, Science, Digital Technologies and Sport. Students also had the option to join our Choir. The student Art Show was a highlight of the year and this showcased the creative talents of all our students. We also participated in extra-curricular programs such as Student Leadership Conferences, First Aid training, sporting events and arts incursions and excursions. We offered our students many leadership opportunities through both formal and informal channels.

We are committed to developing strong partnerships with families and in 2018 we actively worked towards strengthening those relationships. This included ensuring open and consistent communication with parents, promoting parent involvement in their children's learning and providing opportunities for parents to participate socially in school events.

I believe we are well on the way to building a learning community that will equip our students and children with the skills and attributes they will need in the future.



Catholic Identity and Religious Education

Goals & Intended Outcomes

To deepen student engagement and connection with the Christian narrative and the Catholic tradition.

- The school environment promotes a contemporary Catholic identity.
- Teachers' confidence in Learning and Teaching in Religious Education (RE) is increased.
- Students make links between their life and faith.

Achievements

During 2018, the School continued our work in maintaining and enhancing the Catholic Identity of our School. An active liturgical life was celebrated throughout the school, in whole school and classroom prayer, the celebration of liturgies and special feast days and the preparation of Sacraments.

We participated in the Annual Peace Mass with our local Catholic Secondary and Primary Schools. The theme was *"I am the Way, the Truth and the Life"*. The Peace Mass is an annual event and an important means of displaying the unity of our schools and the fellowship that exists amongst pupils and staff.

Through the Religious Education Curriculum *To live in Christ Jesus*, the teaching and learning across the school allowed regular opportunities for children to give witness to their faith. Professional learning was undertaken to target our goal of teacher confidence in the teaching and knowledge of Scripture and teachers continue to plan collaboratively to implement the curriculum in a rich and meaningful way.

All Staff participate in the Religious Education Cluster days provided by the Catholic Education Office (CEO) and our School-based Spirituality Day. In 2018, the RE Cluster day was presented by Father Chris Monaghan who led us in Understanding the Bible and how to teach it in context to our students. Our school based spirituality day was led by Father Richard Leonard, a highly educated and well versed scholar who led the staff in an informative day, including the challenges facing the Catholic Church in today's world.

In March 2018, we welcomed our new Parish Priest, Father Siju Xavier, taking over from Father Darren Howie. We are able to keep good school/parish interaction through special feast day and other masses in the school. We work with Father Siju in keeping and building parish / school relationships.

During 2018, classes regularly attended Parish Masses where they joined with parishioners, parents and friends in celebrating the Eucharist. We held successful Family Mass nights with supper, which were well attended by many families providing further opportunity to bring the Parish and School together.

VALUE ADDED

The school provided opportunities for outreach within the local and wider community by raising money and awareness for: Caritas and Project Compassion, St. Vincent de Paul Winter Appeal and Christmas Toy drive and Catholic Missions in October.

Preparation and celebration of the Sacrament of Confirmation by the Year 6 students; celebrated with Bishop Patrick in August.

Students re-enacted Easter through scenes from Holy Week and explored the Jewish heritage within our Easter Story. Families shared Hot Cross Buns and Easter Eggs and wrote messages for our Parishioners that went in the Church Foyer for the Easter break.

Our Junior students sang Christmas carols and shared Christmas cards at Laurina Lodge (local nursing home) for Christmas. Our Family Mass at Christmas, gave children the opportunity to prepare supper for their families and share in Carol singing.

Prayers and contributions in the school newsletter provided development in faith opportunities for parents.

Invitations to take part in school and parish celebrations were also regularly offered in the newsletter.



Learning & Teaching

Goals & Intended Outcomes

Ensuring high quality outcomes for all students through improved pedagogical and assessment practices.

- To build the capacity of staff to improve student learning through purposeful teaching.
- That there is a comprehensive and sequenced plan for curriculum delivery that makes clear what teachers should teach and what students should know.

To improve learning outcomes for all students through quality teaching and the development of learner independence.

- Students' outcomes in Literacy are improved with a focus on Writing P-6.
- Classroom planning is supported by student learning evidence and data.
- Students develop ownership of, and responsibility towards, their own learning.

Achievements

Throughout 2018 we continued the work we began in 2017 through focus on teaching practice and the impact on learning. This has been through teacher professional learning and creating clarity around expectations and what we want to achieve. This has included a clear plan for curriculum delivery.

We continued our focus on purposeful learning and explicit teaching, explicit teaching being a high impact strategy that would lead to improved student learning outcomes. An inquiry was set focusing on the explicit teaching of writing and teachers engaged in a cycle of action learning through the inquiry.

We have been developing a shared language around learning and teaching with students so that students can understand what it means to be an effective learner and how they can put this into practice. This commenced in 2017 but requires further work to ensure it is embedded in school culture.

All staff participated in professional learning to improve student learning in writing, in particular improving outcomes at the word level with a focus on spelling and grammar. This was in response to analysis of whole school data which showed this was an area for improvement. The Primary English Teachers Association of Australia (PETAA) facilitated this learning and provided excellent resources to add depth to teacher learning. Our work in the Collective space throughout the year reinforced teacher development at this level; the Collective focus was on reading and this could be transferred readily to writing. Explicit teaching of spelling through the SMART spelling approach has complemented our work on writing, with students showing a pleasing progression with their spelling. This is particularly evident at the junior end of the school. All education support staff accessed professional learning in the SMART spelling approach so that they could support the work of the classroom teacher.

Professional growth was evidenced through teacher feedback on the value of the learning team meetings, observable change in discussion at learning team meetings (more focused on pedagogy and student learning outcomes), with staff being able to talk about and share the

learning that is happening within their classrooms and provide feedback to each other on best practice. Teachers are also making more focused use of data that is collected and this is being analysed from a whole school perspective as well as individual student progression. The learning progressions are being used to inform teacher planning.

As we underwent a major review in 2018 in preparation for our 4 year strategic planning, this gave us the opportunity for valuable self-reflection although at times it did detract from our immediate learning and teaching focus.



STUDENT LEARNING OUTCOMES

Although our results in the capacity mapping have shown a positive trend towards sustainable and long term growth through our students' achievement and improving school climate, the very nature of a small school shows that this can be variable from year to year. This is one reason we do not rely on NAPLAN data as a sole indicator of school performance, but utilise our school based data collection to make more informed judgements.

The NAPLAN Data over the past three years shows that there has been a mixed spread of results depending on the different cohort of students. We recognize that due to the size of our school the NAPLAN data can be significantly affected by the results of a few students at either end of the scale. Although not indicative in the NAPLAN, our whole school data indicates that most students are achieving to the best of their abilities, showing individual growth in numeracy and literacy.

Student learning in the area of reading comprehension has continued to improve, with most students showing positive progress through our Benchmark Assessment System (BAS) data collection. Growth in numeracy has been measured through the Mathematics Assessment Interview and students have shown individual improvement in the focus areas of counting and place value. Spelling achievement has been monitored through Words Their Way analysis and students are demonstrating more effective knowledge of spelling strategies.

The school will continue to focus on improving spelling, grammar and punctuation at all year levels as a component of our writing priority. This is an ongoing area of concern, despite some gains through our intervention. Our intention is to exceed the National expectations for writing rather than meet them.



School Community & Student Wellbeing

Goals & Intended Outcomes

To enhance student learning and wellbeing by actively partnering with parents and families.

- The relationship between school, family and parish is enhanced.
- The school provides a purposeful, effective and contemporary learning environment.

Achievements

We have continued to work on building strong partnerships between the school and families, having commenced this in 2017. Feedback through the Insight SRC survey and parent satisfaction surveys indicate that we are doing this successfully, particularly within the spheres of communication and expectations.

We have continued with whole school focuses each term to build community amongst all stakeholders in our school. This has been successful in developing a shared language around being an effective learner and is supported by our parents. We will be extending this in the future to embed our 3R's of Respect for self, Respect for others and Respect for our environment into our school culture.

We have worked on developing whole school approaches such as growth mindset and keys to success as well as communicating expectations with parents and providing greater clarity around the learning. In building teacher capacity, we have developed higher expectations and begun empowering students as learners. The research is quite clear that clarity around educative purpose and the learning leads to increased student commitment towards the learning; this is the ideal but we are not there yet.

To enhance student wellbeing and promote connectedness with school, we have introduced more extensive student leadership. This has allowed students' to have a more authentic voice in the school community and take an active role in school events.

Throughout the year we initiated many school community events such as family evenings, social events and family masses. These have been well supported by our families and have enhanced the partnership between school and home. The Parents and Friends Association has contributed in this area through providing activities such as Breakfast Club and lunch order days. We would now like to consider ways that we can build parental understanding of educational issues and promote the active support of their children's learning. There has not been an extensive parent uptake of offered education sessions.



VALUE ADDED

Throughout the year we have worked on strengthening the ties between home and school, aiming to build a robust and confident school community. We have done this in the following ways:

Social and Emotional Development:

Whole school focuses and multi-age days for resilience, organization, relationships and persistence

I'm Brilliant program

Growth Mindset

Keys to Success

Transition for all students, including additional year 6 transition

Year 6 Graduation

Pastoral Group student wellbeing day

Cyber Safety Program

Student Wellbeing and Connectedness Surveys

Enhancing Catholic Identity:

School based sacramental programs

Family masses

Family Christmas Celebration

School masses

Big pancake breakfast

Easter Liturgy

Peace Mass

Reconciliation Week and NAIDOC Week Awareness Raising

Plenary Council Meeting

Whole school and classroom events:

Welcome BBQ and Family Bootball

Sports carnivals

P & F Lunch Order Days

Science Family Night

Indian Food Night

Grandparents Day

Walk to School Breakfast

Bi-annual Art Show

Book Week Parade

Participation in regional sports events

Year 5/6 Ballarat camp

Year 3/4 Overnight camp at Coonawarra

Junior Big Day Out excursion to Healesville Sanctuary

Senior School Planetarium excursion

Twilight Schools Soccer competition

Choir

Community Engagement:

Lions Club Public Speaking competition

Participation in local Anzac Day and Remembrance Day services.

Local Businesses Excursion
Laurina Lodge Junior School and Choir Visit
Volunteers Afternoon Tea
Rail Trail Clean Up and rubbish audit
Heyfield Wetlands Tree Planting
Wellington Shire Mapping activity

Communication:

Class newsletters
Class Dojo
School newsletter
School app. and webpage
Email communication
Parent/Teacher interviews and Student Led Conferences
Student Support Group meetings

Parent Education:

Fortnightly newsletter articles
Reading with your child session
School Tours
Prep Information Evening
School information displays

Student Leadership

Student Representative Committee
Senior School Leadership Groups
Student led assemblies
Class meetings
Participation in student leadership conference
SRC 80s Dress Up Day and Disco
SRC Footy Colours Day

We would like to continue our work of building community and reaching out to our school families. Part of this is through celebrating our Catholic identity and giving families and the wider community a deeper understanding about what it means to be part of St. Michael's.



STUDENT SATISFACTION

Although our Insight SRC data shows student engagement as relatively high we found that our students' motivation to learn was not as high as we'd like. We also collected data through student and parent surveys to ascertain parent satisfaction with school performance and student connectedness to school and their peers. This indicated that learning and being challenged is not a high priority for many of our students; students frequently preferred to take the easier option rather than challenge themselves. This is an area we would like to improve in.

We will also investigate alternative ways to activate students' sense of school connectedness and citizenship, including in their relationships with each other.

STUDENT ATTENDANCE

At St Michael's we recognise the importance of student attendance for student success at school. The newsletter is used to communicate the importance of student attendance at school and students being on time. Teachers mark the attendance roll twice a day as per registration requirements and absences are recorded. As per legislation and Diocesan policy, if a child is absent without notification then parents or carers are contacted in the interests of child safety to explain the absence. This contact is initiated from 9:00 am by administration staff. The number of absences for the semester is recorded on students' reports.

PARENT SATISFACTION

Parent surveys indicated that overall parents were satisfied with school performance. They believed that teaching staff were committed to improving the learning outcomes for their children and that they had the capacity to do this effectively. They had a positive perception of classroom and school management and indicated that school values were in line with their own values. Parents indicated they want more academic rigour and higher expectations although were not always prepared to support the school with this. Our challenges continue to be in student and family engagement in the area of RE, as many families are not identifying as being connected with the faith element of our school or seeing it as important.

Child Safe Standards

Goals and Intended Outcomes

In line with Government expectations centred on the Child Safe Standards, St Michael's Primary School has worked extensively on developing its policies and procedures around child safety and implementing policies from our governing body, Diocese of Sale Catholic Education Limited (DOSCEL). We have been proactive in introducing and implementing these to ensure compliance with the standards.

Achievements

At St Michael's we have audited our existing policies relating to child safety, including our anti-bullying policy and student management policy. We are committed to embedding these policies and commitments into every day practice. Staff have accessed training to ensure they are familiar with current policies and legislation including participation in the modules relating to the Disability Discrimination Act and Mandatory reporting. Steps for staff to take in responding to all forms of abuse are displayed in the staff room and staff have participated in learning around these procedures.

Students are regularly surveyed to ensure that they feel safe at school and have an opportunity to feed back to leadership, through anonymous surveys or through the Student Representative Committee, any concerns that they may have in relation to safety and wellbeing. The Student Representative Committee began rewriting the Child Safety Policy in a child friendly format in 2018 so that this could be accessible to all students. Our Digital Technologies teacher worked extensively with students on cyber safety and how to keep themselves safe online. She also worked with students on being ethical users in an online space.

Parents are apprised of any changes or updates to policies through the newsletter. Policies are also saved to the website and parents are notified when new policies are added or when there are changes to existing policies. We survey parents annually to ensure that they feel their children are safe at school and that the school enacts its policies and procedures around child safety. Feedback from parents affirms that we are on the right track.

In our risk management practices, child safety is a major consideration. All risk assessments include a child safety component and volunteers and contractors are checked to ensure that they are compliant with our Child Safety Policy and Code of Conduct.



Leadership

Goals & Intended Outcomes

To build a culture of continuous professional improvement that includes classroom based learning and the development of team.

- Teamwork and empowerment will be strengthened through collaboration and dialogue.
- A culture of professional learning is embedded within the school and evident in improved teacher practice.

Achievements

We worked extensively to ensure that staff is aware of the whole school priorities within the context of the Diocesan reform agenda. This was achieved through both formal and informal means.

The Leadership team model professional learning by engaging in Professional Learning Team (PLT) meetings and sharing professional reading and formal study (Master of Clinical Teaching). Professional learning has been supported through the budget and staff has accessed relevant professional learning to implement the school priorities.

The Principal has completed the Master of Clinical Teaching and this supports the development of expert teacher practice, in line with the Diocesan reform agenda.

Staff now take opportunities to reflect on and share their learning through PLTs and other forums, including a more focused use of literacy and numeracy data to inform teaching and learning; this incorporates the development of whole school data display. This has allowed staff to focus on best practice within their classrooms and recognise the impact of their teaching through more effective progress monitoring and data collection.

We have been successful in empowering staff from a classroom perspective, allowing teachers to focus on teaching and their own practice. Education Support Officers have also had the opportunity to build their understanding through accessing the same professional learning as the teaching staff.

All members of the school community have participated in the school review process and have contributed to the 4 Year Strategic Plan.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

Master of Clinical Teaching
 PETAA: The Explicit Teaching of Writing
 SMART Spelling
 Make Jesus Real
 Learning & Teaching Network
 Religious Education: Richard Leonard
 Religious Education: Scripture
 First Aid and CPR
 LOTE Network
 Administration Professional Learning

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

8

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1 132

TEACHER SATISFACTION

Insight SRC 2017 data showed that school culture, as perceived by the staff, was particularly positive, with learning, clarity, engagement and empathy being high. However, there was a slight change in the 2018 data. We remained high in the four areas but were down slightly with Learning. This could be as a result of changed staff expectations which have resulted in more accountability. It could also be attributed to the added pressure of implementing system level requirements outside of the learning and teaching sphere. Individual distress seems to have risen slightly but it is possible this may have been influenced by factors outside of school control.

School Performance Data Summary

E4019

St Michael's School, Heyfield

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

As both the year 3 and year 5 cohorts are fewer than 10 students, this information is not able to be included in the Annual Report for privacy reasons.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.6
Y02	89.9
Y03	96.5
Y04	87.2
Y05	94.4
Y06	96.8
Overall average attendance	93.2

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	96.2%
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STAFF RETENTION RATE	
Staff Retention Rate	88.9%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	14.3%
Graduate	14.3%
Graduate Certificate	14.3%
Bachelor Degree	28.6%
Advanced Diploma	28.6%
No Qualifications Listed	28.6%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	7
Teaching Staff (FTE)	3.8
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	3.6
Indigenous Teaching Staff (Headcount)	0

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au